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| **Stage 1: Identify Desired Results** | | | | | | | | |
| **Language and**  **Level** | All Languages  Level 1  Unit 1  Novice Low/Mid | Approximate Length  of Unit | | | | | 6 weeks | |
| Approximate Number of Minutes Weekly | | | | | 225 minutes (5x45) | |
| **Theme / Topic** | Personal and Public Identities / Global Citizenship | | | | | | | |
| **Essential Question** | Who am I? Who are you? | | | | | | | |
| **Learning Scenario** | We all have an identity. We all come from somewhere. Students will introduce themselves and define who they are based on where they are from, their likes and dislikes, age, preferred activities and their personality traits. They will learn about others based on their nationalities, the languages they speak, their activities, etc., and compare them. They will also exchange information about each other. They will look at demographics of different nationalities around the world. | | | | | | | |
| **Unit Goals** | | | | | | | | |
| *What should learners know and be able to do by the end of the unit?* | Learners will be able to:   * greet and say goodbye to others and introduce themselves using appropriate norms of address * exchange information about themselves as they get to know others - name, age, nationality, country * ask for and give likes and dislikes * acknowledge others’ likes/dislikes briefly * discuss what they do in their free-time * use numbers in context; compare themselves to simple statistics about the world/country as a town (age, population etc. ) * describe my community/state in terms of nationalities and languages spoken * respond and use classroom language | | | | | | | |
| **Stage 2: Determine Acceptable Evidence** | | | | | | | | |
| **Summative Performance Tasks** | | | | | | | | |
| * *These tasks allow learners to demonstrate how well they have met the goals of the unit.*   *• The tasks follow the format of the IPA, but are integrated throughout the unit.*   * *The template encourages multiple interpretive tasks.*   *• The interpretive tasks inform the content of the presentational and interpersonal tasks.*  *• The tasks incorporate 21st Century Skills.* | **Interpretive Mode** | | | | | | | |
| Read autobiographical authentic texts about real or imaginary people or characters from the target cultures and share details on what you learn about that person. | | Listen as someone talks about their likes and dislikes and share what you learn about that person. | | | Listen to someone introduce themselves with some personal details and demonstrate comprehension. | | |
| **Presentational Mode**  **On demand writing:**  Introduce yourself. Write about who you are, where you live, and what you like and dislike.  **Project:**  [Global Citizenship Project](https://docs.google.com/a/pkwy.k12.mo.us/document/d/1-hzORZbJQaafpclOQliiKURVvzfkjPXiu3luCQNgh88/edit?usp=sharing):  Create a multi-media presentation that will introduce yourself to other speakers of the target language. | | | **Interpersonal Mode**  Assume the role of your global identity. Have a conversation with your new host sibling. Introduce yourself and talk about who you are, where you live, and what you like and dislike. Be sure to ask questions to find out more about your host sibling. | | | | |
| **Standards** | | | | | | | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective* | **Relating Cultural Practices and Products to Perspectives** | | | | | | | |
| **Product:** ID cards  **Practice:** Showing proof of identify for confirmation  **Perspective:** to share personal identify in case of emergency | | | | | | | |
| **Connections**  (Sample Evidence) | **Making Connections to Other Disciplines** | | | **Acquiring Information and Diverse Viewpoints** | | | | |
| Geography  Math-convert and use different currency, convert time difference (24 hours vs 12 hours) | | | Countries and nationalities  Converting currency and knowledge of time | | | | |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | | | **Cultural Comparisons** | | | | |
| Currency units are different  1,2, 5, 10, 50 and 100 cents are in coin | | | -Cash are in circulations in other countries versus credit cards.  -Requirements on ID cards from different countries are different  -Address adults with proper titles and last name. | | | | |
| **Communities**  (Sample Evidence) | **School and Global Communities** | | | **Lifelong Learning** | | | | |
| Survey of HPS ESL students about their nationalities, different languages they spoke and school culture from their perspective countries. | | | -Appreciation of diversity  -Increased awareness of target culture in the world | | | | |
| **Connections to Common Core**  and/or other required standards | **Reading**: 2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas  4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone  **Writing**: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  6. Assess how point of view or purpose shapes the content and style of a text | | | | | | | |
| **Toolbox** | | | | | | | | |
| **Can Do Statements** | | | | | | | | |
| **Interpretive** | (R) I can recognize and understand basic information when reading identity cards or other similar documents.  (R & L) I can read and listen to autobiographical text and answer questions demonstrating comprehension.  (R&L) I can understand as people introduce themselves and talk about likes and dislikes. | | | | | | | |
| **Presentational** | (S & W) I can introduce myself and tell where I live and what I like and dislike.  (W) I can fill out a form with basic, personal information.  (S&W) I can introduce myself as a person from another culture. | | | | | | | |
| **Interpersonal** | (S) I can talk with others to get to know them exchanging personal information as well as likes and dislikes. | | | | | | | |
| **Language Functions** | | **Related Structures / Patterns** | | | **Priority Vocabulary** | | | |
| greet others and say goodbye using appropriate forms of address | | Basic greetings and goodbyes | | | Common courtesies and greetings,  names  Nationalities  Cities, countries, continents  Adjectives expressing feelings  Numbers to 100  Months for giving birthdays  ABCs, last name and texting codes.  Birthdate  Conjunctions - and, or, but  Simple conversational responses | | | |
| introduce myself and respond to introductions | | My name is…, nice to meet you | | |
| ask and answer questions about nationality | | Nationalities and adjective agreement  to be | | |
| ask and answer questions about where I live | | Where do you live?  I live…  Simple prepositions (of, from, to, etc.) | | |
| ask and tell age and birthday | | Numbers to 100 | | |
| ask and tell how I and others are feeling | | Adjective agreement  How are you? I am … | | |
| ask for and give likes and dislikes | | Do you like...I like, don’t like + nouns and their definite article | | |
| comment on the percent of the world’s population that does certain things (infographics) | | #% of the world | | |
| identify countries and continents where the target language is spoken | | They speak (language) in… | | |
| **Stage 3: Developing Learning Plan** | | | | | | | | |
| **Key Learning Activities/Formative Assessments**  *This is a representative sample of activities/assessments across the 3 modes of communication.* | | | | | | | | |
| Learning Activity/Formative Assessment  *(Sample activities are listed from the beginning*  *to the end of the unit).* | | How does this activity support the unit goals or performance tasks? | | | | | | Mode of Communication  (S-Self, C-Community, W-World) |
| Work with video or images that are based on If the World Were a Village of 100 People. Present a context like language. Give the categories and ask students to predict the correct percentage before showing. Students can view a video that shows the breakdown for the US (<https://www.youtube.com/watch?v=mCTaiKxpWSA>). Then, the language specific version could be used to compare some of the statistics to those for a country where the target language is spoken. | | identify numbers, percentage,  make predictions | | | | | | Interpretive  Presentational  W |
| Have students in small groups and guess ID cards from various countries. | | Identify different countries, languages and make predictions. | | | | | | Interpretive  W |
| Have students work in pairs and looking at famous people’s facebook profile (from target language country) | | identify key informations of famous people. | | | | | | Interpretive  W |
| Students can create a facebook profile in target language and present it in the class. | | Express one’s personal information, like and dislikes | | | | | | Presentational  S |
| Survey of HPS ESL students about their nationalities, different languages they spoke and school culture from their perspective countries.  Research and create posters for poster competitions on how to embrace different culture and different languages. | | Interpret and exchange information about themselves as they get to know other(name, age, nationality, country, like and dislike) | | | | | | Presentational  Interpersonal  C |
| Teacher creates avatar and present to students. Have students create personal avatar and present it to the class. | | Introduce themselves using appropriate norms of address in target language. | | | | | | Presentational  S |
| Individualized ice breaker, have a conversation where you introduce yourself. Talk about who you are, where you live, and what you like and dislike. Find similarities and differences between you and your partner. | | conversing with others about themselves. | | | | | | Interpersonal  S |
| **Resources** | | | | | | | | |
| **All languages:**  [What if Everyone Lived in Just One City?](https://www.youtube.com/watch?v=r_iNRGac_uM&spfreload=10) Interesting video in English about population. This might be assigned for viewing at home.  <http://newspapermap.com/> (Newspapers around the world)  **Spanish :**  <http://www.aztecanoticias.com.mx/infografias/157/-a-qu-dedicas-tu-tiempo-libre->  [Si el mundo fuera una aldea](https://www.youtube.com/watch?v=qUGZltPaxPo&spfreload=10)  [Cuántos continentes hay y cuáles son](https://www.youtube.com/watch?v=Ky-QGR8Cl90)  [RAP ¿Cuántos continentes hay en la tierra](https://www.youtube.com/watch?v=6usEc3MHetw)  **Chinese:**  **Italian:** | | | | | | | | |
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| **Technology Integration** | | | | | | | | |
| **Podcasts**  **Video images**  **Spanish:**  **Current Events**  **BBC Mundo Articles from around the world There is a free daily video podcast, described as “la actualidad en 60 segundos.”**  [**http://www.bbc.co.uk/mundo/**](http://www.bbc.co.uk/mundo/)  **Recordings:**  Quicktime: (for Middle School, imbedded in Mac computers)  Student cell phones: (for High School)  Handheld Recorders: (for High School)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: (for High School)  **Tools and Resources:**  Kahoot: (use student cell phones for games, review) <https://kahoot.it/#/>  TELL Student Self-Assessment:  <http://www.tellproject.org/wp-content/uploads/2014/08/TELL_SelfAssessment_StudentLanguage.pdf> | | | | | | | | |